

Saddle River School District

K-5

Library Media

Created/BOE Adopted August 2024

K-5 Wandell School Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

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K-5 Library Media Mission Statement

The Wandell School Library Media's mission is to create a caring, supportive environment where all students will have the opportunity to experience a diversity of information through various media and literature by providing students with intellectual and physical access to materials in all formats: by providing students with instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas. By working with other educators to design learning strategies to meet the needs of individual students.

K-5 Library Media Teaching for responsibilities

Responsibilities are developed when learning experiences are structured for active engagement and sharing. This requires a shift from pure didactic instruction (with the librarian in control) to a more constructivist approach that combines direct instruction with opportunities for guided and independent practice (with empowerment learners in control of their own learning). Responsibilities must be developed over time, with strong support initially and gradual reduction of guidance until students have assumed the responsibility for themselves.

(Permission to reprint from the AASL Learning Standards Indicators and Assessment Task Force.)

Pre-K/K Library Media

By the end of Kindergarten Library Media students will be proficient in the following, but not limited to:

- The different areas of the library
- An understanding of basic library terminology (ie: check out, check in, return, borrow)
- An understanding of how to care for and handle library materials properly
- An appreciation and understanding of literature and illustrations
- The ability to select materials for leisure reading
- An early understanding of the difference between authors and illustrators
- A beginning understanding of authors and their work
- A beginning understanding of illustrators and their work
- An understanding of the differences between fiction and nonfiction
- An appreciation of holidays that are celebrated by other people
- An understanding of different cultures and countries celebrate different holidays
- An introduction to characters and how to portray them

PK/K Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Selecting books for pleasure by identifying personal interest, (AASLS: 1.A.1, 1.B.1, 1.C.1)
2. Understanding how to properly care for a book (i.e, pets, food & drinks, correctly turning pages, clean hands, (AASLS: 1.D.1., 3.D.1, 5.C.1)
3. Students will recognize the need for information (ILS: 1.1)
4. Interacting with content presented by others, (AASLS: 1.C.1)
5. Actively contributing to group discussions, (ASSLS: 3.D.1.)
6. Expressing curiosity about a topic of personal interest or curricular relevance, (ASSLS: 5.C.1)

8. Determining the need to gather information (AASLS: 4.A.1)
9. Recognizing learning as a social responsibility, (AASLS 3.D.2)
10. Demonstrating the desire to broaden and deepen understandings, (AASLS: 3.A.1)
11. The student who is information literate recognizes that accurate and comprehensive information is the basis for intelligent decision making, (ILS: 1.2)

Standards Key:
ILS - Information Literacy Standards
AASLS - American Association of
School Librarian Standards
Framework for Learners

PK/K Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment

Benchmark Assessments:

Independent Book Choosing
Locate Return Cart and Circulation Desk
Relate Stories to Self
Relate Stories to Community

Grade 1 Library Media

By the end of 1st Grade Library Media students will be proficient in the following, but not limited to:

- Knowing the different library terminology, (check out, check in, search...)
- Correct use of shelf markers to retrieve books from all over the library
- How to return books to the proper place in the library
- An understanding of how books are arranged by author's last name
- An understanding on how different cultures and countries celebrate different holidays
- The ability to identify parts of a book, (cover, back cover, spine, title, barcode, author's name, illustrator's name, pages, barcode)
- Evaluating author's themes, characters, and writing styles
- Making connections to one's own life through literature
- Applying nonfiction information to a fiction read aloud
- Using nonfiction sources to gather information
- Playing simple improvisation games that encourage quick thinking and creativity

Grade 1 Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Students will be able select a book for pleasure by identifying personal interest, (AASLS: 1.A.1)
2. Students will understand how to properly care for a book (i.e, pets, food & drinks, correctly turning pages, clean hands), (AASLS: 3.A.2)
3. Students will be able to distinguish the difference between an author and an illustrator, (AASLS: 3.D.1)
4. Students will recognize the need for information, (AASLS: 3.A.1)
5. Demonstrate their desire to broaden and deepen understandings, (AASLS: 3.A.1)
6. Developing new understandings through engagement in a learning group, (AASLS: 3.A.1)
7. Formulating questions about a personal interest or a curricular topic, (AASLS: 1.A.1)

8. Expressing curiosity about a topic of personal interest or curricular relevance, (AASLS: 5.C.1)
9. Recognizing learning as a social responsibility (AASLS: 3.D.2)
10. The student who is information literate recognizes the need for information, (ILS: 1.1)
11. The student who is information literate formulates questions based on information needs, (ILS 1.3)

Standards Key:
ILS - Information Literacy Standards
AASLS - American Association of
School Librarian Standards Framework
for Learners

Grade 1 Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment
Checklist
Quiz

Benchmark Assessments:

Independent Book Choosing
Identify Author and Illustrator
Knowledge of Parts of A Book
Relate Stories to Self
Relate Stories to Community
Relates Stories to World
Show Proper Use Of Shelf Markers

Grade 2 Library Media

By the end of Grade 2 Library Media students will be proficient in the following, but not limited to:

- Evaluating an author/illustrator
- Comparing and contrasting stories of same likeness
- Visualizing and illustrating the ending to a story
- Understanding the cause and effect in a story
- Identifying fairy tales, folk lore, and fables
- Identifying the 7 elements of a fairy tale, (good vs evil, royalty, magic, 3's & 7's, talking animals, once upon a time, and happily ever after.)
- Critically evaluating an author's themes, characters, and writing style
- Locating books and non print materials
- Beginning to use nonfiction materials to access information for research
- Acting out simple stories and fairy tales
- Collaborating in group games that promote teamwork

Grade 2 Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Select books for pleasure by identifying personal interest
2. Understand how to properly care for a book (i.e, pets, food & drinks, correctly turning pages, clean hands). (ILS: 1.1)
3. Distinguish the difference between an author and an illustrator, (AASLS: 3.A.2)
4. Recognize the need for information, (AASLS: 4.A.1) (ILS: 1.1)
5. Develop new understandings through engagement in a learning group, (AASLS: 3.A.2) (ILS: 7.1)
6. Recall prior and background knowledge as context for new meaning. (AASLS: 1.A.2)
7. Formulate questions about a personal interests or curricular topics, (AASL: 1.A.2)
8. Interact with content presented by others, (AASLS: 1.C.1) (ILS: 9.1)
9. Actively contribute to group discussions, (AASLS:3.D.1)
10. Read Widely and deeply in multiple formats and write and create for a variety of purposes, (AASLS: 5.A.1)
11. Engage in inquiry-based processes for personal growth, (AASLS: 5.A.3)

Standards Key:
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Framework for Learners

Grade 2 Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment
Checklist
Quiz - Elements Fairy Tale
Questioning

Benchmark Assessments:

Independent Book Choosing
Identify Author and Illustrator
Knowledge Of Elements Of A Fairytale
Relate Stories to Self
Relate Stories to Community
Relates Stories to World
Locate Up To Two Library Books Within The Wandell Shelves

Grade 3 Library Media

By the end of Grade 3 Library Media students will be proficient in the following, but not limited to:

- Recognize and read spine labels
- Successfully access the library catalog system, Destiny
- Identify and locate books of interest
- Recognize accurate and comprehensive information is the basis for intelligent decision making.
- Identify different genres of literature
- Listen to stories presented in a variety of formats: oral storytelling, print, electronic and video
- Make personal connections between their own experiences and those of an author and his/her characters
- Conduct short research projects that build knowledge about a topic
- Draw on information from multiple print and digital sources demonstrating the ability to locate an answer quickly
- Identify national landmarks and research information supporting them
- Introduce simple scripts and learning basic lines
- Work in large groups to created scenes and short plays

Grade 3 Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Interact with content presented by others, (AASLS: 1.C.1)
2. Express curiosity about a topic of curricular relevance, (AASLS: 5.C.1)
3. Apply appropriate academic and technical skills, (ILS, 8.2, 8.3)
4. Assesses the need for information, (AASLS: 4.A.1), (ILS: 1.1, 1.2, 1.3, 1.4, 1.5)
5. Becomes information literate and strives for excellence in information seeking and knowledge generation, (ILS: 8.1, 8.2, 8.3)
6. Identify possible sources of information, (AASLS: 4.A.1)
7. Reflect and question assumptions and possible misconceptions, (AASLS: 5.A.2)
8. Seek a variety of different sources, (AASLS: 4.B.1)
9. Engage in inquiry-based processes for personal growth, (AASLS: 5.A.3)
10. Demonstrate their desire to broaden and deepen understanding, (AASLS: 3.A.1)
11. Recall prior and background knowledge as content for new meaning, (AASLS :1.A.2)
12. Identify possible sources of information, (AASLS 4.A.2)
13. Become information literate and participate effectively in groups to pursue and generate information, (ILS: 9.1, 9.2, 9.3)

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Grade 3 Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment
Checklist
Quiz
End Product Creation
Use of Destiny

Benchmark Assessments:

Information Literacy Skill
Performance Assessment - Location Skills - Research
Relate Stories to Self
Relate Stories to Community
Relates Stories to World
Locate A Minimum of Two Books Within the Library Shelves

Grade 4 Library Media

By the end of Grade 4 Library Media students will be proficient in the following, but not limited to:

- Begin to understand the difference between a website and a search engine
- Identify search engines and their purposes for research use
- Conduct several research projects that use several sources to build knowledge through investigation of different perspectives of a topic
- Find, evaluate and select appropriate sources to answer questions.
- Proficiency in the Follett Destiny Library Catalog system
- Use nonfiction to create a fiction story
- Research author's life and works
- Exposure to different types of literature
- Introduction of performing solo pieces
- Introduction of public speaking

Grade 4 Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Formulate questions about personal interest or a curricular topic (AASLS: 3.A.1.)
2. Actively contribute to group discussions, (AASLS 3.D.1.)
3. Recognize learning as a social responsibility, (AASLS 3.D.2)
4. Recall prior and background knowledge as context for new meaning, (AASLS: 3.A.1)
5. Express interest and curiosity about a topic of personal interest, (AASLS: 5.C.1)
6. Read widely and deeply in multiple formats and write and create for a variety of purposes, (AASLS: 5.A.1)
7. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems while deciding strategies for revising, improving and updating, (ILS: 6.1 & 6.2)
8. Devise meaning from information presented creatively in a variety of formats and develops creative products in a variety of formats, (ILS: 5.2 & 5.3)
9. Contribute in a positive way to the learning community and to society while becoming information literate. Practice ethical behavior in regard to information and information technology, (ILS: 8.1, 8.2, 8.3)

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Grade 4 Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment
Checklist
Quiz
Rubric
End Product Creation
Independent Location of Materials
Use of Destiny

Benchmark Assessments:

Information Literacy Skill
Performance Assessment - Location Skills - Research
Research Using Graphic Organizer

Grade 5 Library Media

By the end of Grade 5 Library Media students will be proficient in the following, but not limited to:

- Identify the difference between a search engine and a website
- Evaluate websites
- Using pieces of literature as research
- Further developing public speaking skills
- Continued emphasis on preparing body and voice for performance and public speaking
- Deepening understanding of character development and portrayal
- Understanding the way to read for information as opposed for pleasure.
- Plagiarism
- Research skill that lead to a final product
- Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, and other resources

Grade 5 Library Media Course Proficiencies

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Express curiosity about a topic, (ASSLS: 5.C.1)
2. Interact with content presented by others, (AASLS: 1.C.1)
3. Organize information by priority, topic, or other systemic scheme, (AASLS 4.B.1)
4. Expressing curiosity about a topic of personal interest, (AASL: 5.C.1)
5. Reflect and question assumptions and possible misconceptions, (AASLS: 5.A.2)
6. Acknowledge authorship and demonstrate respect for intellectual property, (AASL: 6.B.2)
7. Sees a variety of sources, (AASLS: 4.B.1)
8. Engage in inquiry-based processes for learning and personal growth, (AASLS: 5.A.3)

9. Design, develop, and evaluate information products and solutions to personal interests, (ILS: 4.2)
10. Seek information from diverse sources, contexts, disciplines and cultures while respecting the principles of equitable access to information, (ILS:7.1 & 7.2)
11. Shares knowledge with others, respects others ideas and backgrounds, collaborates with others both in person and through technologies, (ILS: 9.1, 9.2, 9.3, 9.4)

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Grade 5 Library Media Assessments

Formative Assessments:

Observation
Retelling
Self Assessment
Checklist
Quiz
Rubric
End Product Creation
Independent Location of Materials
Use of Destiny
Bibliography
Site Evaluations

Benchmark Assessments:

Research Tasks Rubric
Information Literacy Skill
Performance Assessment - Location Skills - Research
Research Using Graphic Organizer



K-5

Library Media Instructional Resources

Professional Resources

New Jersey Association of School Librarians -
<https://www.njasl.org/>

American Association of School Librarians
-<https://www.ala.org/aasl>

American Association of School Librarians Standards -
<https://standards.aasl.org/>

Instructional Resources:

Scholastic Go

World Book Online

Bookflix

Follett Destiny

Accelerated Reader

Facts For Me

Kids Discover

(All found on Wandell LaunchPad)



Additional Information Library Media Program

Book Fairs - Two Scholastic Book Fairs are held twice a year. Lessons are created leading up to the fairs with information including but not limited to; books that will be for sale, appropriate behavior during fair, and how to purchase books.

Author Visits - A minimum of one author visit each year. Lessons are created leading up to the visit with information about the author's life, writing process, and body of work, expectations of students during visit, and formatting appropriate questions for author. Post author visit lessons are also created to review.

Read Across America - Each year a celebration of Dr. Seuss's birthday is presented to the students with special readers, proclamations, One School, One Book announcements and various activities throughout the day, (or month). Student lessons will precede the events.